

ERMA 8100
Program Evaluation
Fall 2010
EFLT
College of Education

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COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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ERMA 8100 - Program Evaluation

Fall, 2010

Mondays – 4PM

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Office Hours: Wed, 9-12, 3-4, and by appointment

Course Readings:

Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R. (2004). Program Evaluation: Alternative Approaches and Practical Guidelines. . New York: Longman.

Readings pertaining to issues in program evaluation and examples of program evaluations will be assigned each week.

Course Overview:

This course is intended to provide an introduction to program evaluation, examine factors which influence evaluation planning, and explore a variety of methods used in program evaluation. You will be involved in several phases of ongoing evaluation projects and the development of other evaluation projects.

Course Requirements:

Readings

Participation in Class Discussions and Work Sessions

Class Assignments

Completion of a Course Project

Class Evaluation:

10 points - Attendance and Class Participation

15 points – Individual or Team Presentations

25 points - Assignments (individual and group assignments)

50 points – Individual Course Project

Class and Group Participation (10 points)

This is a discussion-oriented class. In order to explore topics effectively, attendance and class participation are essential. The evaluation of class participation will be made as follows.

- a. Attendance. You are expected to attend class and be on time. Should you not be able to attend class (and you have a valid excuse), you are responsible for making arrangements to complete that week's responsibilities. Each unexcused absence or lateness will result in a deduction of 2 points from your final grade.
- b. Readings and Class Preparation. You must complete the assigned readings prior to each class meeting. To prepare for each class, you are expected to prepare at least one written question or valid criticism he/she has about the week's readings. These questions/comments must be submitted to me at least one day prior to each class meeting. I will also accept these via email. Late submissions will not be accepted for credit.

Individual/Group Presentations (15 points)

Read Chapters 4-9. Prepare a brief summary and presentation. Each person/team will be assigned a specific chapter.*

Evaluation Approach	Chapter	Presenters	Date
Objectives-Oriented Evaluation	4		
Management-Oriented Evaluation	5		
Consumer-Oriented Evaluation	6		
Expertise-Oriented Evaluation	7		
Participant-Oriented Evaluation	8		

* Each group will prepare a brief overview presentation of their assigned evaluation approach. Samples of previous presentations will be made available for review. We will also develop a rubric to use in assessing these presentations.

Individual and Group Assignments (25 points)

Individual Assignments. Assignments are included throughout the course schedule. These assignments will be discussed in further detail as they are made. They will pertain to specific components of program evaluation (e.g., construction an evaluation plan, logic models, budgets, etc...). These assignments will contribute toward the completion of you overall course project. Each assignment will be expected when due. Late submissions will result in a 10% deduction in grade

Class Assignments. In addition to individual assignments, you will contribute to group assignments and projects throughout the course. These projects will be tailored to the interests of the class. Topics in previous years have dealt with programs in K-12 settings, accreditation issues, and community programs. These activities will involve interaction with “clients” from ongoing program evaluations.

Guidelines for Class Project (50 points)

The major course project is a program evaluation plan. This plan should be roughly 5-10 pages in length and address the following:

Background

- What do you know about the project's (program) background, purpose, goals, etc.?
- Describe how you learned (and will learn more) about the program.
 - ◆ Who did/will you talk with?
 - ◆ What resources, documents did/will you review?
 - ◆ What prior findings for the literature or similar evaluations exist?

Sponsor, Clients, Stakeholders, Audience

- Description of sponsor (if any), client(s), stakeholders, and audience.
- How did/will you establish trust with these people?
- Describe your initial meetings with the program client, stakeholders, etc....
What happened or what do you expect to happen when you meet these people?
- How do you plan to work with these individuals to establish trust and cooperation?

Purpose of the Evaluation

- Who did/would request the evaluation and why?
- What is the purpose of the evaluation and specific examples of evaluation questions?
- How did/will you work to integrate the varying perceptions of the program and its purpose and focus the evaluation?
- What type(s) of evaluation (needs assessment, formative, summative) will be used?

Evaluation Plan

- How do you plan to manage this evaluation project?
- Include a preliminary budget and timeline for project activities.
- What general evaluation approaches (models) do you plan to use?
- What types of data collection methods are planned and why are these most appropriate?
- Timeline and Budget
- How will the data gathered be used to inform (hopefully improve) the program?
- How will these findings be reported?
- What are the key findings (or expected findings)?

Course Outline:

Topic(s)	Readings	Assignment(s)
Introduction -Role of Program Evaluation -Purposes of Program Evaluation -History of Program Evaluation -Evaluation Standards	Chapters 1-2 Chapter 18	Assignment 1 - Interview a student and faculty member regarding the uses of program evaluation. Prepare 2-4 page summary of these interviews
Approaches to Evaluation -Overview of the Program Evaluation Process -Approaches/Models used in Program Evaluation	Handouts and Readings on Blackboard Chapters 3-9	Individual/Group Presentations on Chapters 4-8
Planning Evaluations -Clarifying Evaluation Requests/Responsibilities -Setting Boundaries and Analyzing the Evaluation Context -Identifying Evaluation Questions and Criteria - Logic Models -Management Plans and Budgets	Chapters 10-13 Reading/handouts posted on Blackboard	Assignment 2: Identify a program/curriculum that you would like to evaluate. Complete the questions regarding “Focusing the Evaluation” posted on the course site. Assignment 3: Prepare a logic model for your program Assignment 4: Prepare a (rough) budget for your program evaluation
Conducting Evaluations -Design and Sampling Issues -Data Collection Methods -Reporting and Using Evaluation Information -Dealing with Political, Ethical, and Interpersonal Issues	Chapters 14-17	Assignment 5: Complete the “Collecting the Information” section of the Program Evaluation Worksheet and Budget Worksheet/Plan
Other Topics -Multiple Site Evaluations -Evaluation in Community and Non-Profit Organizations	Chapter 19-21	Final Projects and Presentations

Class Meeting Dates – This class meets on Mondays at 4PM. The course, however will be offered as a hybrid course allowing you to also consult resources and complete assignments and course requirements through the Blackboard site. Therefore, we will not meet every week in order to allow you time to complete course requirements.

Class Schedule

August – 23, 30

September – 13, 20, 27

October - 4, 11, 18, 25

November – 1, 8, 15, 29

December - 6